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ABSTRACT

This document is a course outline for a community college Chicano Studies course focusing on the development of the Chicano and his role within Latin American society. The course seeks to examine broad concepts such as colonialism, discrimination, racism, and conflict and cultural pluralism within the Chicano context in the American Southwest and as they relate to other societies in Latin America. Included in the outline is a list of required course texts and a lecture and discussion schedule for each of the 15 weeks during which the course is conducted. A bibliography and a list of useful films are attached. (JDS)

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THE SOCIO-POLITICO DEVELOPMENT OF THE CHICANO AND HIS ROLE WITHIN LATIN AMERICAN SOCIETY

Project Mexico
June 26 - August 8
1976

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Description

The socio-politico development of the Chicano and his role within Latin American society will examine broad concepts such as colonialism, discrimination, racism, conflict and cultural pluralism within the Chicano context and in turn relate them to other societies in Latin America.

Rationale

In the past, many Chicano Studies courses have concentrated upon historical, economic and socio-politico events which have taken place solely in the American Southwest. Generally only a cursory and peripheral view of Mexican history is presented to uphold such concepts as illegal territorial acquisition, aggression and internal colonialism. The oft repeated stories of La Malinche, Quetzalcoatl and the Grito de Dolores have little direct bearing on the Chicano population of today and the ties which still bind them to the social and political events which have and are taking place in 20th C. Mexico and the rest of Latin America. Within the framework of my specific project, I hope to examine those dynamics which are currently affecting Latin America and the large Chicano population residing in the Southwestern part of the United States. I intend to explore the notions of dependency theory, neo-colonialism immigration, and other factors which appear to have a direct application to Latin America and the Chicano population of the United States.

Objectives

The objectives of this course are two: first, to critically assess the notions of colonialism and dependency as represented in the required reading for the course; and second, to relate the Chicano to other "so-called linguistic and social minority groups in Latin America."

The first objective, focusing on the colonialism and dependency literature, is to be realized by all course participants actively engaging in the course discussions based on the assigned readings for the week, and by each participant leading--off one course discussion by presenting a brief oral critique of the major issues or arguments developed in the assigned readings. In addition, lectures as well as films and slides will be utilized for instructional purposes.

The second objective, relating the Chicano population to other societies in Latin America, is to be achieved by each course participant writing a term paper of his or her choice relating the Chicano to one other society in Latin America. This task will be made easier through lectures given by the instructor on the fundamentals of comparative analysis and comparisons of Latino societies.

Course Structure and Lecture and Discussion Schedule

This course could be designed for two 2 hour lecture periods or for four 1 hour lecture periods per week. For the purposes of this course outline I will use the former.

Required Texts:

Acuna, Rodolfo, Occupied America: The Chicano's Struggle Toward Liberation (San Francisco: Canfield Press, 1972).

Chilcote, Ronald H. and Edelstein Joel C., Latin America, The Struggle with Dependency and Beyond (New York: A Halstead Press Book, John Wiley and Sons, 1974).

Lecture and Discussion Schedule

Week 1

A. Introduction, Objectives of the Course, explanation of course syllabi, assigned reading, etc.

B. Lecture and Discussion, defining and assessing such concepts as Cultural Pluralism, Dominant-Subordinate Group Structures and Class Conflict. Many of these concepts are presented in Yetman and Steele, Majority and Minority: The Dynamics of Racial and Ethnic Relations.

Week 2

A. "Colonialism, Discrimination and Racism Their Inner Workings." This lecture will concentrate on the relationship of the three concepts above and how they are manifested in society through social and institutional structures.

   a. The instructor will lead a discussion in order to reach some class unanimity as to what each concept really means.

B. "The Ancient Peoples of Latin America: Are They Really Ancient?" This lecture will look at the cultural heritage of Latin America before the coming of Cortez and the many achievements which they made in the development of food, architecture and science.

   a. The significance of the Spanish Conquest will be discussed, (the psychological and the social).

   b. The colonial structure of Mexican society under Spanish rule and it's impact upon present day Mexican society will also be examined. Parkes, History of Mexico and Bernal's Mexico Before Cortez could be utilized.

Week 3

A. "Historical Survey of the Chicano in the Southwest"

   a. The Mexican period.

   b. Post-Annexation--Mexican or American?

B. Presentation of the film "Yo Soy Joaquin" and "Mexican-American Culture." They will be discussed in light of their content and the type of social message which they convey.

Assigned Reading for Week 2 and 3

"Introduction" by Rudy Acuna, Occupied America
"The Advertisement" by Steve Gonzales
"Editor's Introduction" by Weber Foreigners In Their Own Land
"The Schizoid Heritage" by Leonard Pitt
"Colonialism the Case of the Mexican-Americans" by Joan W. Moore
"Lazy People of Vicious Character" by Jose Maria Sanchez
"Chicano Militancy in California" by Carlos Munoz Jr.

Week 4

A. "The Role of the Chicano in contemporary society; social stratification, assimilation, amalgamation or separatism."

B. Historical overview of Bilingual and Bicultural education in the United States, Discussion of definitions, ESL vs. Bilingual or Bicultural Education, the future of multicultural education in the United States.

Assigned Reading for Week 4

"The Anthropology and Sociology of the Mexican-Americans" by Octavio Romano V, (Quinto Sol Publications, Berkeley, Calif.).

"The Mexican-American in the Social Sciences Part II" by Nick C. Vaca.
"The Segregation of Mexican-American School Children in So. Calif." by W. Henry Cooke.

Week 5

A. Field Project, Visit to the Goez Art Institute in East Los Angeles and the Estrada Courts.

   a. A short two page paper will be assigned describing and assessing one particular mural or art object.

B. "Are Chicanos a Colonized People?"

   a. This lecture will act as a summary of the previous five weeks of instruction and help the student to digest the various concepts and history presented up to this point.

Assigned Reading for Week 5

The entirety of Occupied America, Rudy Acuna.

Week 6

A. "Mexico--The Roots of Dependency, Colonialism and the role of the Indian in modern Mexico."

   a. The instructor will also lead a discussion on the meaning of dependency and its socio-economic significance both domestically and internationally. Pages 1-89 of Chilcote and Edelstein fully treat the notion of dependency.

B. Class presentations will be given by students on the assigned reading, discussing the major points contained in the reading.

Assigned Reading for Week 6

Latin America: The struggle with dependency and beyond, Chilcote and Edelstein 1-89, 222-305.

Week 7

A. Guatemala: Land of Eternal Struggle.

   a. The Colonial Basis of Dependency and Underdevelopment.

   b. The Political Economy of Dependency and Manipulation.

B. Class presentations will be given by students.

Assigned Reading for Week 7

Chilcote and Edelstein 93-217.

Week 8

A. Argentina: Political Struggle and Class Conflict.

   a. Industrialization and Social Change

   b. Class Conflict and Stratification

B. Class presentations will be given by students.

Assigned Reading for Week 8

Chilcote and Edelstein 306-399.

Week 9

A. Summary and Comparison of the three nations Argentina, Guatemala and Mexico.

a. What are their similarities in class structure, minorities etc.

b. In what ways are they similar or dissimilar in their economic and social development? How can they be compared to the Chicano in terms of his development?

B. Midterm

Assigned Reading for Week 9

Review of previous reading for the midterm.

Week 10

A. Brazil; The Origins Of A Crisis.

a. The problems of a multicultural society.

b. Racism or economic deprivation.

c. Can modernization bring about equality.

B. Class presentations will be given by students.

Assigned Reading for Week 10

Chilcote and Edelstein 412-488.

Week 11

A. Chile: Class conflict takes the form of a Revolution.

a. Leftist vs. Rightist politics.

b. Can Revolution be achieved through peaceful means?

B. Class presentations will be given by students.

Assigned reading for Week 11

Chilcote and Edelstein 492-576.

Week 12

A. Cuba: Background To Revolution.

a. Socialism as a radical alternative for change.

b. Can independence be brought about through socialism?

B. Class presentations will be given by students.

Assigned Reading for the Week 12

Chilcote and Edelstein 584-732.

Week 13

A. Summarization of Chile, Brazil and Cuba.

a. What are the dynamics of social change?

b. What constitutes a peaceful or nonpeaceful means for accomplishing change?

c. What constitutes a successful or nonsuccessful Revolution?

d. What frameworks can be used by Chicanos to bring about social change in their environment?

B. Explanation of how finished term paper should look like.

a. Discussion of format, style and content.

Week 14

A. Term Paper preparation either through teacher workshops or library period given to the student.

B. " " " " " " "

Week 15

Final Exam

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Dos Santos, "The Structure of Dependence," American Economic Review, May 1970, 231-236.

Vaca, Nick, "The Mexican-American In The Social Sciences," El Grito, Fall 1970, 17-52.

"Dependency Theory: A Reassessment," Latin American Perspectives, Spring 1974, Volume I, Number I.

"Mexico: The Limits Of State Capitalism," Latin American Perspectives, Summer 1975, Volume II, Number 2.

Films

"Many Faces Of Mexico" Color 30 minutes (Douglas Aircraft Co.).

"Mexican-American Culture" Color 18 minutes (Communications Group West).

"Yo Soy Joaquin" Color 22 minutes (UCLA Media Center)

"Mexico The Frozen Revolution" Color 90 minutes (UCLA Media Center)

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